

## FORT MILL ELEMENTARY

192 Springfield Parkway  
Fort Mill, South Carolina 29715

**GRADES** K-5 Elementary School

**ENROLLMENT** 606 Students

**PRINCIPAL** Karen H. Helms 803-547-7546

**SUPERINTENDENT** Mr. TEC Dowling 803-548-2527

**BOARD CHAIR** Chantay F. Boulter 803-547-2034

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
16	9	1	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Excellent	Good	N/A
<b>2003</b>	Excellent	Good	Yes
<b>2004</b>	Good	Unsatisfactory	No

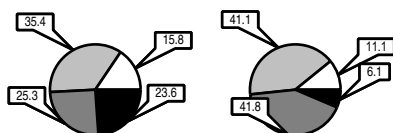
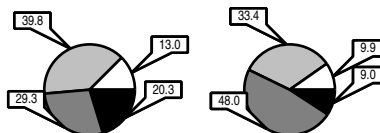
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	316	99.1	10.2	41.5	42.2	6.1	62.6	Yes	Yes
<b>Gender</b>									
Male	164	98.2	12.2	43.2	41.2	3.4	59.5		
Female	152	100.0	8.2	39.7	43.2	8.9	65.8		
<b>Racial/Ethnic Group</b>									
White	250	99.2	7.9	36.7	48.3	7.1	68.3	Yes	Yes
African-American	62	98.4	21.6	64.7	13.7	0.0	35.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	271	100.0	7.5	40.4	45.1	7.1	67.5		
Disabled	45	93.3	28.2	48.7	23.1	0.0	30.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	99.1	10.2	41.5	42.2	6.1	62.6		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	316	99.1	10.2	41.5	42.2	6.1	62.6		
<b>Socio-Economic Status</b>									
Subsidized meals	80	96.3	26.6	51.6	18.8	3.1	37.5	Yes	Yes
Full-pay meals	236	100.0	5.7	38.7	48.7	7.0	69.6		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	316	99.4	15.3	35.6	25.4	23.7	64.1	Yes	Yes
<b>Gender</b>									
Male	164	98.8	15.4	33.6	24.2	26.8	61.7		
Female	152	100.0	15.1	37.7	26.7	20.5	66.4		
<b>Racial/Ethnic Group</b>									
White	250	99.6	8.7	34.4	28.6	28.2	73.0	Yes	Yes
African-American	62	98.4	47.1	39.2	9.8	3.9	23.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	271	100.0	8.2	37.6	28.2	25.9	70.6		
Disabled	45	95.6	60.0	22.5	7.5	10.0	22.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	316	99.4	15.3	35.6	25.4	23.7	64.1		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	316	99.4	15.3	35.6	25.4	23.7	64.1		
<b>Socio-Economic Status</b>									
Subsidized meals	80	97.5	35.4	47.7	13.8	3.1	30.8	Yes	Yes
Full-pay meals	236	100.0	9.6	32.2	28.7	29.6	73.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	94	100.0	9.0	32.6	48.3	10.1	58.4
	<b>Grade 4</b>	106	99.1	12.0	37.0	46.0	5.0	51.0
	<b>Grade 5</b>	97	100.0	15.6	48.9	31.1	4.4	35.6
	<b>Grade 6</b>	3	66.7	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	104	100.0	8.9	31.7	44.6	14.9	59.4
	<b>Grade 4</b>	98	96.9	14.1	41.3	40.2	4.3	44.6
	<b>Grade 5</b>	115	100.0	9.8	53.6	36.6	N/A	36.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	94	100.0	12.4	42.7	30.3	14.6	44.9
	<b>Grade 4</b>	106	100.0	7.9	32.7	26.7	32.7	59.4
	<b>Grade 5</b>	97	100.0	11.1	41.1	34.4	13.3	47.8
	<b>Grade 6</b>	3	100.0	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	104	100.0	19.8	39.6	24.8	15.8	40.6
	<b>Grade 4</b>	98	97.9	11.8	36.6	19.4	32.3	51.6
	<b>Grade 5</b>	115	100.0	16.1	32.1	29.5	22.3	51.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 606)				
First graders who attended full-day kindergarten	100.0%	N/C	99.0%	100.0%
Retention rate	1.1%	Down from 2.0%	1.8%	2.7%
Attendance rate	96.9%	Up from 96.6%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.4%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		2.9%	3.5%
Eligible for gifted and talented	36.4%	Up from 34.1%	26.9%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.0%	Up from 4.1%	6.6%	8.2%
Older than usual for grade	0.2%	No change	0.6%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%

Teachers (n= 44)				
Teachers with advanced degrees	61.4%	Up from 52.8%	59.6%	51.4%
Continuing contract teachers	90.9%	Down from 91.7%	87.3%	87.5%
Highly qualified teachers**	82.8%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	67.4%	Up from 63.6%	88.6%	86.7%
Teacher attendance rate	93.6%	Down from 96.2%	95.5%	94.9%
Average teacher salary	\$44,121	Up 5.0%	\$42,486	\$40,760
Prof. development days/teacher	10.4 days	Down from 11.8 days	11.5 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	6.3	4.0
Student-teacher ratio in core subjects	16.6 to 1	Down from 17.8 to 1	20.3 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 91.2%	91.1%	90.0%
Dollars spent per pupil*	\$6,023	Up 4.7%	\$6,021	\$6,044
Percent of expenditures for teacher salaries*	70.3%	Up from 70.1%	66.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The students and faculty of Fort Mill Elementary School continue to excel, being awarded the Palmetto Gold Award for the third consecutive year, and meeting the Adequate Yearly Progress standards of the No Child Left Behind Act. At FMES, student performance is at the center of all efforts. Test scores for FMES students from the Spring 2003 PACT (Palmetto Achievement Challenge Test) indicate that (1) 92.3% of all third graders met standards in English/language arts, 90.1% in math, 79.3% in science, and 82.6% in social studies; (2) 89.2% of all fourth graders met standards in English/language arts, 92.3% in math, 79.8% in science, and 88.5% in social studies; and (3) 85.1% of all fifth graders met standards in English/language arts, 91.4% in math, 74.0% in science, and 79.2% in social studies. This marked the first time our students were tested in science and social studies. Also, in grades 3-5, 113 students qualified for the All-Year Homework Team Celebration, representing a large portion of our students completing all of their homework during the year.

FMES continues to strive for improvement in the education and development of our children. This school year involved much work on our School Plan, which will govern our daily efforts through 2009 and provide annual benchmarks for assessment and progress toward each of our goals. We will continue to use research-based strategies on best practices in instruction and technology while continuing some efforts already established. These include (1) use of reading and math specialists with lower-performing students, (2) Reading Recovery and literacy groups, (3) Accelerated Reader Program, (4) after-school tutorials, (5) Gifted/Talented Program, (6) use of Developmental Reading Assessment in grades K-5, (7) development of integrated thematic units, (8) greater focus on reading comprehension strategies in K-5, (9) greater focus on writing integration throughout the curriculum, and (10) additional staff development in the implementation of best practices.

FMES continued many of the programs conducted in previous years, including a successful Career Day, an expanded Character Education Program, Exchange City (an applied economics activity for fifth graders), and a morning tutorial program was implemented. A highlight of the year was the visit by Chris Soentpiet, a well-known author/publisher of children's books. Our wonderful PTO was instrumental in supporting classroom teachers' efforts by making donations to grade levels and to related arts, acquiring more leveled books for classroom use, by maintaining the aesthetic beauty of our campus and outdoor classroom, and by commissioning a talented artist, Susan Capotosto, to paint a mural that brought life on the Greenway, which surrounds FMES, inside our cafeteria for all students and families to enjoy.

The mission of Fort Mill Elementary School and its community is to provide a quality education for our students. This process includes establishing a foundation for life-long learners who are responsible individuals and confident problem solvers in an ever-changing world. We expect to improve and to grow as we continue the high level of education we have provided in the past. Great appreciation is expressed to our district administration, to our school community, to our incredible parent volunteer force, our fabulous PTO, and you! We cannot do this without each and every one of you.

Karen Helms, Principal and Mary Leonhardt, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	44	106	76
<b>Percent satisfied with learning environment</b>	97.7%	94.3%	92.1%
<b>Percent satisfied with social and physical environment</b>	100.0%	91.3%	90.7%
<b>Percent satisfied with home-school relations</b>	100.0%	88.6%	79.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.